

NAVAJO COUNTY AGENDA ITEM REQUEST FORM

Meeting Date: May 25, 2010	Time Needed: 5 minutes
Requesting Department: Library District Presenter(s) Name: Geneva Durkee & Kate Dobler-Allen	
Motion before the Board: Navajo County Library District requests permission to pursue entering into an agreement with First Things First to address early literacy development in the birth to five year old	
Recommendation: (who, what, where, when, how, etc.) The Board of Supervisors grants approval for Navajo County Library District to pursue a First Things First award and enter into an agreement for a proposed early literacy project.	
Background: (why should it be done, what will happen if not approved, etc. include resolution)	
<p>First Things First's Navajo/Apache southern region has proposed funding for the Library District to work on a project to promote early literacy to the underserved and unserved populations in Apache and Navajo Counties. The proposed agreement would allocate \$50,000 to this project, \$40,000 of which would be used to hire an early childhood literacy specialist to implement programs throughout southern Apache and Navajo Counties, both in the library and as outreach to parents and other caregivers, and agencies involved in childcare and early childhood education.</p> <p>The literacy specialist would hold story times in libraries, with an emphasis on those locations that don't have children's library staff or that don't hold story times during the winter. We would also hold programs and story times at HeadStarts & daycare centers where there is a need. The Library District could develop storytelling resource kits (songs, fingerplays, books to read aloud, big books, toys, etc) for the libraries and daycares to have available to add variety to their own programs and which will target the birth to five-year-old age groups. Potentially we could hold story times for special needs children who may be developmentally challenged and need more intervention.</p> <p>Our libraries would also receive training in providing services to this early age group, specifically in effectively using the Brain Boxes from the New Directions Institute for infants, babies, toddlers, and preschoolers.</p> <p>The early childhood literacy specialist may attend parent groups/clubs and possibly give out free books and incentives to promote literacy and library use.</p> <p>Attached is a draft of the agreement which will be completed upon approval being granted.</p>	
Fiscal Impact: (what will it cost, where funds will come from, is it budgeted, etc.) No cost to the Library District. \$50,000 in reimbursable funds from First Things First would be allocated.	
Reviewed and approved by: County Manager _____ County Attorney _____ Human Resources _____ Finance _____ IT _____	
Board Action Taken: Approved <input type="checkbox"/> Denied <input type="checkbox"/> No Action <input type="checkbox"/> Continued <input type="checkbox"/> Continued to: Approved with changes as follows <input type="checkbox"/>	

Clerk's Notes:

Date: Initial:

REMINDER: Email this coversheet and all backup documentation to "IT Support" by 4:00 p.m. the **Thursday** prior to the Managers' meeting. The Clerk's Office will print the document and make necessary copies for signatures at Managers' meeting.

GRANTEE AGREEMENT

XXXXXXXXXX

**Between The
Navajo/Apache Regional Partnership Council,
Arizona Early Childhood Development and Health Board
(First Things First)
And
NAVAJO COUNTY LIBRARY DISTRICT**

WHEREAS, A.R.S. Title 8, Chapter 13, Article 3 charges the Arizona Early Childhood Development and Health Board (also known as First Things First), the Navajo/Apache Regional Partnership Council (hereinafter referred to as GRANTOR) with the responsibility of administering funds.

THEREFORE, it is agreed that the GRANTOR shall provide funding to NAVAJO COUNTY LIBRARY DISTRICT (hereinafter referred to as the GRANTEE) for services under the terms of this Grant Agreement.

I. PURPOSE OF AGREEMENT

The purpose of this Agreement is to specify the responsibilities and procedures for the GRANTEE role in administering Arizona Early Childhood Development and Health Board grant funds.

II. TERM OF AGREEMENT, TERMINATION AND AMENDMENTS

This Agreement shall become effective on July 1, 2010 and shall terminate on June 30, 2011. This agreement is renewable for two (2) additional twelve (12) month extensions, based on satisfactory performance and continued available funding.

III. DESCRIPTION OF SERVICES

The GRANTEE shall provide the following services for the GRANTOR as approved and summarized below:

- A. Identify programming that builds upon current early literacy efforts in the southern Navajo and Apache County areas, and demonstrate evidence of the effectiveness.
- B. Provide training for parents that will assist them in improving the skills needed to be their child's first teacher.
- C. The proposed Family Literacy model must include the following elements:
 - Parent support and education that shows parents how to be the first teachers for their children and how to be full partners in their children's education.
 - Adult education component which addresses parent literacy training (reading, math and language skills) leading to educational and personal achievement goals for adults.

- Young children should be provided age-appropriate materials and programming.
 - Parent and Child together time which allows for interactive literacy activities between parents and their children.
- D. Curriculum should be adapted, and accommodations made, for children and adults to meet a range of needs and abilities.
- E. Provide programming in “family- friendly” community sites that offer family literacy and parenting education to enable adults to attain proficiency in basic skills.
- F. Implementation Plan must address:
- Description of the outreach efforts that are planned to reach families with children including linguistically, or socially, isolated families or families with educational attainment needs.
 - Description of collaborator’s roles and responsibilities,
 - Description of family engagement and retention activities.
 - Indicate how you will collect evaluation results and report to FTF.
- G. Show staff qualifications, supervision and training that will support the successful implementation of the proposed program.
- H. Submit the Grant Management Forms provided by First Things First (Attachment A – Attachment G and return prior to DATE, YEAR NOTE: Line Item Budget and Narrative to be submitted PRIOR to agreement being signed.

IV. MANNER OF FINANCING

The GRANTOR shall:

- a) Provide up to **\$50,000.00** to GRANTEE for services provided under Paragraph III.
- b) Payment made by the GRANTOR to the GRANTEE shall be on a reimbursement basis only and is conditioned upon receipt of applicable, accurate and complete reimbursement documents to be submitted by the GRANTEE via the First Things First on-line grants management system. Final payment will be contingent upon receipt of all fiscal and programmatic reports required of the GRANTEE under this Agreement.

V. FISCAL RESPONSIBILITY

It is understood and agreed that the total amount of the funds used under this Agreement shall be used for the project(s) and scope of work outlined in this Agreement. Therefore, should the project not be completed, be partially completed, or be completed at a lower cost than the original budget called for, the amount reimbursed to the GRANTEE shall be for only the amount of dollars actually spent by the GRANTEE. For any funds received under this Agreement for which expenditure is disallowed by an audit exception by the GRANTOR, the State, or Federal government, the GRANTEE shall reimburse said funds directly to the GRANTOR immediately.

VI. FINANCIAL AUDIT

GRANTEE agrees to terms specified in A.R.S. §§ 35-214 and 35-215.

In addition, in compliance with the Federal Single Audit Act (31 U.S.C. par., 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), GRANTEE must have an annual audit conducted in accordance with Office of Management and Budget (OMB) Circular #A-133 (“Audits of States, Local Governments, and Non-profit Organizations”) if GRANTEE expends more than \$500,000 from federal awards. *If the GRANTEE has expended more than \$500,000 in federal dollars, a copy of the GRANTEE’s audit report for the previous fiscal year must be submitted to the GRANTOR for review within thirty (30) days of signing this Agreement. Otherwise the annual audit review/statement must be provided to the GRANTOR within thirty (30) days.*

VII. DEBARMENT CERTIFICATION

The GRANTEE agrees to comply with the Federal Debarment and Suspension regulations as outlined in the “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions”.

VIII. FUNDS MANAGEMENT

The GRANTEE must maintain funds received under this Agreement in separate ledger accounts and cannot mix these funds with other sources. GRANTEE must manage funds according to applicable regulations for administrative requirements, costs principles and audits.

The GRANTEE must maintain adequate business systems to comply with State of Arizona requirements. The business systems that must be maintained are:

- Financial Management
- Procurement
- Personnel
- Property
- Travel

A system is adequate if it is 1) written; 2) consistently followed – it applies in all similar circumstances; and 3) consistently applied – it applies to all sources of funds. Rates for mileage, lodging and meals are limited to the rates established by the State of Arizona Travel Policy (<http://gao.az.gov/travel/default.asp>).

IX. REPORTING REQUIREMENTS

Regular reports by the GRANTEE shall include:

a) Programmatic and Evaluation Reports

1. The GRANTEE shall provide quarterly program narrative & evaluation data reports to the GRANTOR within twenty (20) working days of the last day of the quarter in which services are provided. Reporting is submitted via the First Things First on-line grants management system and shall contain such information as deemed necessary by the GRANTOR.

- a. Quarterly reports are due:
 - i. Period: July 1, 2010 – September 30, 2010
Due: October 20, 2010
 - ii. Period: October 1, 2010 – December 31, 2010
Due: January 20, 2011
 - iii. January 1, 2010 – March 31, 2011
Due: April 20, 2011
 - iv. April 1, 2010 – June 30, 2011
Due: July 20, 2011
 - v. The final programmatic report as submitted shall be marked FINAL

b) Financial Reimbursement

1. The GRANTEE shall provide, as frequently as monthly but not less than quarterly, requests for reimbursement. Reimbursement requests shall be submitted with the Reimbursement Cover Sheet template provided by the GRANTOR. The GRANTEE shall submit a final reimbursement request for expenses obligated prior to the end of the termination of this Agreement no more than thirty (30) days after the end of the Agreement. Requests for reimbursement received later than the thirty (30) days after the Agreement termination will not be paid. The final reimbursement request as submitted shall be marked FINAL.

All reports shall be submitted to the contact person designated in Paragraph XLII, NOTICES, of this Agreement.

X. ASSIGNMENT AND DELEGATION

GRANTEE may not assign any rights hereunder without the express, prior written consent of both parties.

XI. AMENDMENTS

Any change in this Agreement including but not limited to the Description of Services and budget described herein, whether by modification or supplementation, must be accomplished by a formal written Agreement amendment signed and approved by and between the duly authorized representative of the GRANTEE and the GRANTOR.

Any such amendment shall: 1) specify an effective date; 2) specify any increases or decreases in the amount of the GRANTEE's compensation if applicable; 3) be titled as an "Amendment"; and 4) be signed by the parties identified in the preceding sentence. The GRANTEE expressly and explicitly understands and agrees that no other method of communication, including any other document, correspondence, act, or oral communication by or from any person, shall be used or construed as an amendment or modification or supplementation to this Agreement.

XII. SUBCONTRACTORS

The GRANTEE may enter into written subcontract(s) for performance of certain of its functions under the contract in accordance with terms established in the State of Arizona procurement policy.

The GRANTEE agrees and understand that no subcontract that the GRANTEE enters into with respect to performance under this Agreement shall in any way relieve the GRANTEE of any responsibilities for performance if its duties. The GRANTEE shall give the GRANTOR immediate notice in writing by certified mail of any action or suit filed and prompt notice of any claim made against the GRANTEE by any subcontractor or vendor which in the opinion of the GRANTEE may result in litigation related in any way to the Agreement with the GRANTOR.

XIII. OFFSHORE PERFORMANCE OF WORK PROHIBITED

Due to security and identity protection concerns, all services under this Agreement shall be performed within the borders of the United States. All storage and processing of information shall be performed within the borders of the United States. This provision applies to work performed by subcontractors at all tiers.

XIV. PROHIBITION ON GOVERNMENT CONTRACTS

Pursuant to A.R.S. 35-393.06, the GRANTEE certifies that it does not have business operations in either Sudan or Iran.

XV. AGREEMENT RENEWAL

This Agreement shall not bind nor purport to bind the GRANTOR for any contractual commitment in excess of the original Agreement period.

XVI. RIGHT TO ASSURANCE

If the GRANTOR in good faith has reason to believe that the GRANTEE does not intend to, or is unable to perform or continue performing under this Agreement, the GRANTOR may demand in writing that the GRANTEE give a written assurance of intent to perform. Failure by the GRANTEE to provide written assurance within the number of days specified in the demand may, at the GRANTOR's option, be the basis for terminating this Agreement under the terms of this Agreement or other rights and remedies available by law.

XVII. CANCELLATION FOR CONFLICT OF INTEREST

The GRANTOR or the GRANTEE may, by written notice cancel this Agreement without penalty or further obligation pursuant to A.R.S. § 38-511 if any person significantly involved in initiating, negotiating, securing, drafting or creating the Agreement on behalf of the State or its subdivisions (unit of local government) is an employee or agent of any other party in any capacity or a consultant to any other party to the Agreement with respect to the subject matter of the Agreement. Such cancellation shall be effective immediately upon receipt of written notice from the GRANTOR or the GRANTEE, unless the notice specifies a later time.

XVIII. THIRD PARTY ANTITRUST VIOLATIONS

GRANTEE assigns to the State of Arizona, GRANTOR any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to GRANTEE toward fulfillment of this Agreement.

XIX. AVAILABILITY OF FUNDS

Every payment obligation of the GRANTOR under this Agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligations. If the funds are not allocated and available for the continuance of this Agreement, the GRANTOR may terminate this Agreement at the end of the period for which funds are available. No liability shall accrue to the GRANTOR in the event this provision is exercised, and the GRANTOR shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph, including purchases and/or contracts entered into by the GRANTEE in the execution of this Agreement.

XX. FORCE MAJEURE

If either party hereto is delayed or prevented from the performance of any act required in this Agreement due to acts of God, strikes, lockouts, labor disputes, civil disorder, or other causes without fault and beyond the control of the party obligated, performance of or payment for such act will be excused for the period of the delay.

XXI. ARBITRATION

This agreement is subject to arbitration to the extent required by A.R.S. § 12-1518.

XXII. GOVERNING LAW AND CONTRACT INTERPRETATION

- a) This Agreement shall be governed and interpreted in accordance with the laws of the State of Arizona.
- b) This Agreement is intended by the parties as a final and complete expression of their agreement. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms in this document.
- c) Either party's failure to insist on strict performance of any term or condition of the Agreement shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object.

XXIII. ENTIRE AGREEMENT

This Agreement and its Attachments/Exhibits constitute the entire Agreement between the parties hereto pertaining to the subject matter hereof and may not be changed or added to except by a writing signed by all parties hereto in conformity with Section X Reporting Requirements of this Agreement; provided, however, that the GRANTOR shall have the right to immediately amend this Agreement so that it complies with any new legislation, laws,

ordinances, or rules affecting this Agreement. All prior and contemporaneous agreements, representations, and understandings of the parties, oral, written, pertaining to the subject matter hereof, are hereby superseded or merged herein.

XXIV. RESTRICTIONS ON LOBBYING

The GRANTEE shall not use funds made available to it under this Agreement to pay for, influence, or seek to influence any officer or employee of a State, Local or Federal government.

XXV. LICENSING

The GRANTEE, unless otherwise exempted by law, shall obtain and maintain all licenses, permits and authority necessary to perform those acts it is obligated to perform under this Agreement.

XXVI. NON-DISCRIMINATION

The GRANTEE shall comply with all state and federal equal opportunity and non-discrimination requirements and conditions of employment, including the American with Disability Act, in accordance with A.R.S. Title 41, Chapter 9, Article 4 and Executive Order 99-4, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, disability or political affiliation, shall have equal access to employment opportunities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.

XXVII. SECTARIAN REQUESTS

Funds disbursed pursuant to this Agreement may not be expended for any sectarian purpose or activity, including sectarian worship or instruction in violation of the United States or Arizona Constitutions.

XXVIII. SEVERABILITY

The provisions of this Agreement are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Agreement.

XXIX. ADVERTISING AND PROMOTION OF AGREEMENT

The GRANTEE shall not advertise or publish information for commercial benefit concerning this Agreement without the written approval of the GRANTOR.

XXX. OWNERSHIP OF INFORMATION, PRINTED AND PUBLISHED MATERIAL

The GRANTOR reserves the right to review and approve any publications and/or media funded or partially funded through this Agreement. All publications funded or partially funded through this Agreement shall recognize the GRANTOR, and GRANTOR shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this Agreement.

The GRANTEE agrees that any report, printed matter, or publication (written, visual, or sound, but excluding press releases, newsletters, and issue analyses) issued by the GRANTEE describing programs or projects funded under this agreement in whole or in part with First Things First funds and shall follow the protocol and style guide provided by First Things First.

XXXI. CLOSED-CAPTIONING OF PUBLIC SERVICE ANNOUNCEMENTS

Any television public service announcement that is produced or funded under this agreement in whole or in part by the GRANTEE shall include closed captioning of the verbal content of such announcement.

XXXII. INDEMNIFICATION

Indemnification Language for Public Agencies ONLY. Each party (as 'indemnitor') agrees to indemnify, defend, and hold harmless the other party (as 'indemnatee') from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as 'claims') arising out of bodily injury of any person (including death) or property damage but only to the extent that such claims which result in vicarious/derivative liability to the indemnatee, are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its' officers, officials, agents, employees, or volunteers."

Indemnification Language for Non Public Agency. The parties to this Contract agree that Arizona Early Childhood Development and Health Board, its departments, Board and Councils shall be indemnified and held harmless by the Grantee for the vicarious liability of First Things First as a result of entering into this contract. However, the parties further agree that First Things First, its departments, Board and Councils shall be responsible for its own negligence. Each party to this contract is responsible for its own negligence.

XXXIII. CONFIDENTIALITY OF RECORDS

The GRANTEE shall establish and maintain procedures and controls that are acceptable to the GRANTOR for the purpose of assuring that no information contained in its records or obtained from the State of Arizona or from a subcontractor under this Agreement shall be used by or disclosed by it, its agents, officers, or employees, except as required, to efficiently perform duties under the Agreement. GRANTEE also agrees that any information pertaining to individual persons shall not be divulged other than to employees or officers of the GRANTEE as needed for performance of duties under this Agreement, unless otherwise agreed to in writing.

XXXIV. CONFIDENTIALITY OF GRANTEE 'S INFORMATION

GRANTEE acknowledges that confidentiality provided in A.R.S. § §41-1505.06 (D) and 41-1505.07(J) may be waived with the GRANTEE's consent, and GRANTEE consents to a total and complete waiver of confidentiality. In waiving confidentiality, GRANTEE understand and consents to disclosure of any information submitted to the GRANTOR that concerns the identify, background, financial status, marketing plans, or trade secrets or any other proprietary

information related to the GRANTEE or any person or organization involved in the project(s), including the application and supporting materials, unless such information or materials are clearly marked as “confidential”.

XXXV. TERMINATION

- a) The GRANTOR reserves the right to terminate the Agreement in whole or in part due to the failure of the GRANTEE to comply with any term or condition of the Agreement, to acquire and maintain all required insurance policies, bonds, licenses and permits or to make satisfactory progress in performing the Agreement. The GRANTOR staff shall provide written notice of the termination and the reasons for it to the GRANTEE.
- b) The GRANTOR may, upon termination of this Agreement, procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Agreement. The GRANTEE shall be liable to the GRANTOR for any excess costs incurred by the GRANTOR in procuring materials or services in substitution for those due from the GRANTEE.

XXXVI. CONTINUATION OF PERFORMANCE THROUGH TERMINATION

The GRANTEE shall continue to perform, in accordance with the requirements of the Agreement, up to the date of termination, as directed in the termination notice.

XXXVII. PARAGRAPH HEADINGS

The paragraph headings in this Agreement are for convenience of reference only and do not define, limit, enlarge, or otherwise affect the scope, construction, or interpretation of this Agreement or any of its provisions.

XXXVIII. COUNTERPARTS

This Agreement may be executed in any number of counterparts, copies, or duplicate originals. Each such counterpart, copy, or duplicate original shall be deemed an original, and collectively they shall constitute one agreement.

XXXIX. AUTHORITY TO EXECUTE THIS AGREEMENT

Each individual executing this Agreement on behalf of the GRANTEE represents and warrants that he or she is duly authorized to execute this Agreement.

XL. COMPLIANCE WITH FEDERAL IMMIGRATION LAWS AND REGULATIONS

The GRANTEE shall comply with Executive Order 2005-30, which mandates as follows: 1) The GRANTEE shall, and by signing this agreement does, represent that it is in compliance with all federal immigration laws and regulations; 2) The GRANTEE shall take affirmative action to ensure that all subcontractors of the Contractor execute similar representation; 3) the breach of any such warranty shall be deemed a material breach of this Contract, subject to monetary

penalties or other penalties up to and including termination of the Contract; and 4) the State retains the legal right to inspect the papers of any employee who works on the Contract to ensure that the employer is in compliance with its representation.

XLI. Legal Arizona Worker

GRANTEE hereby warrants that it will at all times during the term of this Contract comply with all federal immigration laws applicable to GRANTEE employment of its employees, and with the requirements of A.R.S. § 23-214 (A) (together the “State and Federal Immigration Laws”).

GRANTEE shall further ensure that each subcontractor who performs any work for GRANTEE under this contract likewise complies with the State and Federal Immigration Laws.

XLII. NOTICES

Any and all notices, requests, demands or communications by either party to this Agreement, pursuant to or in connection with this Agreement shall be in writing and shall be delivered in person or shall be sent by the United States Postal Service, certified mail, return receipt requested, to the respective parties at the following addresses:

The GRANTEE shall submit notices relative to this Agreement to:

First Things First
Attention: Finance
4000 North Central, Suite 800
Phoenix, Arizona 85012

GRANTOR shall address all notices relative to this Agreement to:

NAVAJO COUNTY LIBRARY DISTRICT
121 W. BUFFALO, PO BOX 668
HOLBROOK, AZ 86025

XLIII. IN WITNESS WHEREOF

The parties hereto agree to execute this Agreement.

**FOR AND BEHALF OF
NAVAJO COUNTY LIBRARY DISTRICT**

Name
Title

Date

**FOR AND BEHALF OF THE
Arizona Early Childhood Development
And Health Board**

Rhian Evans Allvin
Executive Director

Date

Attachment A

FIRST THINGS FIRST STANDARD DATA COLLECTION FORM

A. Agency Information:

Program Name (if applicable) Navajo County Library District Early Literacy Outreach

Agency NAVAJO COUNTY LIBRARY DISTRICT Contact Person GENEVA DURKEE

Address PO BOX 668 Position LIBRARY DISTRICT DIRECTOR

Address 121 W BUFFALO Email gdurkee@navajo.lib.az.us

City, State, Zip HOLBROOK, AZ 86025 Phone 928-524-4745 x Fax 524-4747

County NAVAJO Employer Identification Number: 86-6000541

Agency Classification: ☐ State Agency ☒ County Government ☐ Local Government ☐ Schools

☐ Tribal ☐ Faith Based ☐ Other

Have you previously conducted business with First Things First using this EIN? ☐ Y ☒ N

If **NO**, please go to the following website, download the State of Arizona Substitute W-9 Form and submit with your Application: http://www.gao.az.gov/Vendor/account_setup_home.asp.

In which Congressional (Federal) District is your agency? Enter District # 1

<http://www.azedistricting.org> (click on Final Maps)

In which Legislative (State) District is your agency? Enter District # 5

<http://www.azedistricting.org> (click on Final Maps)

Approximately how much FEDERAL funding (from a Federal Source) will your organization expend in your current fiscal year? \$

What is your organization's fiscal year-end date? JUNE 30

Accounting Method: ☐ Cash ☐ Accrual

Does your organization undergo an annual independent audit in accordance with OMB Circular A-133? ☒ Y ☐ N

Please provide contact information of the audit firm conducting your audit:

Agency

Address

Phone Number

B. Proposed Program Information / Description:

Amount requested: \$50,000

Service area of proposed program: Navajo/ Apache County Regional Partnership area

Target population of proposed program: 6,524

Number of participants to be served: 600

Please provide a **brief** description of the **proposed program** in one or two paragraphs and this will be the source for a public description describing the nature of the program being implemented that will be used by First Things First.

Navajo County Library District will administer an early childhood literacy outreach program within the Navajo/Apache Regional Partnership of First Things First to reach the underserved and unserved 0-5 year old age group. A childhood literacy specialist will be hired to implement programs throughout southern Apache and Navajo Counties, both in the library and as outreach to parents and other caregivers, and agencies involved in childcare and early childhood education.

The literacy specialist will hold story times in libraries, with an emphasis on those locations that don't have children's library staff or that don't hold story times during the winter. We would also hold programs and story times at HeadStarts & daycare centers where there is a need. The Library District will develop storytelling resource kits (songs, fingerplays, books to read aloud, big books, toys, etc) for the libraries and daycares to have available to add variety to their own programs and which will target the birth to five-year-old age groups. Potentially we could hold story times for special needs children who may be developmentally challenged and need more intervention.

Our libraries will also receive training in providing services to this early age group, specifically in effectively using the Brain Boxes from the New Directions Institute for infants, babies, toddlers, and preschoolers.

The early childhood literacy specialist may attend parent groups/clubs and possibly give out free books and incentives to promote literacy and library use.

C. Contact Information

First Things First Partner and Grants Management System (PGMS) requires four designated contacts for contact with First Things First related to this grant (the same person may be assigned to more than one of the roles, if appropriate).

Main Contact Information – This should be information for the person designated as the Main contact for this grant award and this person can view all information related to this grant (financial, programmatic & evaluation in nature). This person will also be the primary contact for First Things First and should be the person responsible for ensuring the program plan is implemented. Primary correspondence from First Things First will be sent to this person.

Main Contact Person _____ Geneva Durkee

Position _____ Library District Director

Address _____ 121 W. Buffalo, PO Box 668

City, State, Zip _____ Holbrook, AZ 86025-0668

Email gdurkee@navajo.lib.az.us

Phone 928-524-4745 x Fax 928-524-4747

Program Contact Information – This should be information for the person designated as the Program contact for this grant award and can view information related to this grant for program or evaluation purposes only.

Program Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Financial Contact Information – This should be information for the person designated as the financial contact for this grant award and can view information related to this grant for financial purposes only.

Financial Contact Person

Position _____

Address _____

City, State, Zip _____

Email _____

Phone x Fax

Evaluation Contact Information – This should be information for the person designated as the Evaluation contact for this grant award and can view information for evaluation purposes only.

Evaluation Contact Person

Position

Address

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

In addition, your application may have included information about a collaborating partner/agency. Please replicate this information as many times as necessary to document the participation and agreement to be involved with the application as a collaborating agency/partner.

Collaborator

Agency _____

Contact Person _____

Address _____

Position _____

Address _____

Email _____

City, State, Zip _____

Phone _____ x _____ Fax _____

County _____

Collaborator

Agency _____

Contact Person _____

Address _____

Position _____

Address _____

Email _____

City, State, Zip _____

Phone _____ x _____ Fax _____

County _____

Collaborator

Agency _____

Contact Person _____

Address _____

Position _____

Address _____

Email _____

City, State, Zip _____

Phone _____ x _____ Fax _____

County _____

Attachment B

KEY PERSONNEL OVERVIEW

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	

***In addition to this overview, please attach a resume (for current personnel) or a job description (for positions to be hired) for the key individuals involved in the project.**

Attachment C

IMPLEMENTATION PLAN

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation

Attachment D and F Instructions

How to Complete the Line Item Budget and Budget Narrative

Complete a 12-month budget for the period of July 1, 2010 through June 30, 2011 using the template provided in Attachment D. Please make sure you include a budget narrative, Attachment E, as a sample of the type of information that would complete your budget narrative explaining the costs and how they are appropriate and necessary for the project.

In your line item budget and budget narrative list all resources that will be needed to implement the program/strategy(ies) described. These financial resources may involve costs for personnel, employee related costs, training, travel, supplies, space, equipment, computer equipment necessary to enter data into the First Things First grants management system (PGMS), program narratives, financial reimbursements, etc. All travel related costs for these trainings and meetings should be included in the Applicant's budget and calculated using the State of Arizona travel rate limitations for mileage, per diem and lodging as described on the budget narrative worksheet. For more information about the state requirements, visit <http://www.gao.az.gov/travel/>.

Funding shall be limited to those items specifically listed in the proposed budget. Total funding may not be modified following award of the grant/contract. Requests for line item modifications, which do not change the total program funding, shall be requested in writing and shall only be made following receipt of written authorization from First Things First.

Please note the line items included in the budget template represent the types of costs possible for a line item budget these line items may or may not be applicable or appropriate for your Application. Your budget line items requested must fit within one of the categories listed. However, it is expected that you would not need to utilize all of the sample line items.

Attachment D – Line Item Budget

LINE ITEM BUDGET – USE IF LISTING MATCHING FUNDS

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. Limit your budget line items to the following categories: Personnel, Fringe Benefits, Professional Services, Travel, Pass-Through (i.e. Sub grants), Other Operating Expenses and Administrative/Indirect Costs.

Budget period: July 1, 2010 – June 30, 2011

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$
Salaries			
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$
Fringe Benefits or Other ERE			
PROFESSIONAL AND OUTSIDE SERVICES		Professional & Outside Services Sub Total	\$
Contracted Services			
TRAVEL		Travel Sub Total	\$
In-State Travel			
Out of State Travel			
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$
Subgrants or Subcontracts to organizations/agencies/entities			
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$
<ul style="list-style-type: none"> • Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Evaluation (non-contracted & non-personnel expenses) • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development/Staff Training • Conference Workshops/ Training Fees for Staff • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives 			
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$
Equipment \$4,999 or less in value			
Subtotal Direct Program Costs:			
ADMINISTRATIVE/INDIRECT COSTS	Total Admin/Indirect	\$	
Indirect/Admin Costs			\$
Total			\$

Authorized signature _____

Date _____

Attachment E – Budget Narrative

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items. The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate. ***Please include one narrative that matches the 12 month line item budget categories and subcategories.***

Personnel Services: *Include information such as position title(s), name of employee (if known), salary, time to be spent on this program (hours or %), number of months assigned to this program, etc. Explain how the salary rate for each position was determined. If salaries are expected to increase during the project year, indicate the percentage increases for each position and justify the percent of the salary increase. Also, be sure to include the scheduled salary increases on the Budget Form.*

Employee Related Expenses: *Include a benefit percentage and what expenses make up employee benefit costs. Indicate any special rates for part-time employees, if applicable. Explain how the benefits for each position were determined. If using a fringe benefit rate, explain how this percentage is justified or approved by your agency.*

Professional and Outside Services: *If professional consultants/services costs are proposed in the budget, define how the costs for these services were determined and the justification for the services related to the project. Explain how all contracts will be procured.*

Travel: *Separate travel that is in-state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (<http://www.gao.az.gov/travel/> for both in-state and out-of-state travel.*

Aid to Organizations or Individuals: *In the event that this application represents collaboration and the contract will be utilizing other sub grantees or subcontractors to perform various components of the program, include a list of sub grantees, programmatic work each sub grantee will perform, and how costs for each sub grantee are determined.*

Other Operating Expenses: *Explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. All items should be categorized in the following categories: Telephones / Communications Services, Internet Access, General Office Supplies, Food, Rent/Occupancy, Evaluation (non-contracted and non-personnel expenses), Utilities, Furniture, Postage, Software (including IT supplies), Dues/Subscriptions, Advertising, Printing/Copying, Equipment Maintenance, Professional Development/Staff Training,*

Conference Workshops/ Training Fees for Staff, Insurance, Program Materials, Program Supplies, Scholarships, and Program Incentives

Non-Capital Equipment: *For items with a unit cost less than \$5,000 and an initial estimated useful life beyond a single year, explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. For example, items such as computers, printers, projectors, etc. each with a unit cost less than \$5,000.*

Administrative/Indirect Costs: *Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. For organizations that have an established federally approved indirect cost rate for Federal awards, indirect costs mean those costs that are included in the organization's indirect cost rate. Such costs are generally identified with the organization's overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.*

Applicants must list either Option A or Option B and provide proper justification for expenses included:

- ☐ **Option A - Administrative Costs:** *with proper justification, sub grantees may include an allocation for administrative costs for up to 10% of the total direct funds requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall organization's management improvement costs; and costs of general liability insurance that protects the organization(s) responsible for operating a project, other than insurance costs solely attributable to the project. Administrative costs may also include that portion of salaries and benefits of the project's director and other administrative staff not attributable to the time spent in support of a specific project.*
- Or** **Option B - Federally Approved Indirect Costs:** *If your organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the grant request. Applicants must provide a copy of their federally approved indirect cost rate agreement.*

Indirect costs are costs of an organization that are not readily assignable to a particular project, but are necessary to the operation of the organization and the performance of the project. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.

Authorized signature _____ Date _____

Attachment F

DISCLOSURE OF OTHER FUNDING SOURCES

Please list all other funding that your organization currently receives from State or Public Agencies, Federal Agencies, Non-Profit Organizations, or any other source providing funding for the proposed Program*. Statute ARS 8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no FTF monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.

Use a continuation sheet if necessary. The following form may be reproduced with word processing software or another form may be created that contains all the information requested.

Type of Funding (Federal, State, local, other)	Received From	Amount	✓ If used for match on this grant
TOTAL:			

***This table should include only those funds that will support the program detailed in this Application.**

Authorized Signature _____ Date _____

Job Title _____

Attachment G:

FIRST THINGS FIRST FINANCIAL SYSTEMS SURVEY

Name of Applicant: Navajo County Library District

Please answer every question by filling in the circle next to the correct answer. Attach materials and document comments as required.

As stewards of federal and state funds, First Things First awards funds to organizations (regardless of how small or large) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

This survey will be used primarily for initial monitoring of the organization. This survey may also be used in evaluating the financial capability of the organization in the award process. Deficiencies should be addressed for corrective action and the organization should consider procuring technical assistance in correcting identified problems.

A. GENERAL INFORMATION

1. Has your organization received a Federal or State Grant within the last two years?	<input type="radio"/> YES <input type="radio"/> NO
2. Has your organization completed an A-133 Single Audit within the past two years? If yes, please attach a complete copy of your A-133 Audit, including, but not limited to, your Management Letter, Findings and Questioned Costs.	<input type="radio"/> YES <input type="radio"/> NO
3. If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an independent Certified Public Accountant within the past two years? If yes, please attach a complete copy of the most recent audited, reviewed or compiled financial statements. NOTE THAT ONLY ONE COPY OF YOUR AUDIT NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL". It is not necessary to include additional copies with each copy of the completed Application.	<input type="radio"/> YES <input type="radio"/> NO
4. Please attach a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. Note: If your organization had an A-133 Single Audit, a copy of the "Schedule of Expenditures for Federal Awards" can be submitted. ONLY ONE COPY IS NEEDED, TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL"	
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
6. If you answered YES to question #5, under what section of the IRS code? O 501 C (3) O 501 C (4) O 501 C (5) O 501 C (6) O Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	<input type="radio"/> YES <input type="radio"/> NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	<input type="radio"/> Manual <input type="radio"/> Automated <input type="radio"/> Combination
--	--

2. How frequently do you post to the General Ledger?	<input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	<input type="radio"/> YES <input type="radio"/> NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	<input type="radio"/> YES <input type="radio"/> NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs that account for 100% of each employee's time?	<input type="radio"/> YES <input type="radio"/> NO
6. Is your organization familiar with Federal Cost Principles (i.e. 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	<input type="radio"/> YES <input type="radio"/> NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using allocable direct charges must attach a copy of the methodology and calculations in determining those charges. Those organizations using a federally approved indirect cost rate must attach a copy of the approval documentation issued by the federal government.	<input type="radio"/> Direct Charges <input type="radio"/> Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

1. Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	<input type="radio"/> YES <input type="radio"/> NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	<input type="radio"/> YES <input type="radio"/> NO
3. Are all accounting entries and payments supported by source documentation?	<input type="radio"/> YES <input type="radio"/> NO
4. Are cash or in-kind matching funds supported by source documentation?	<input type="radio"/> YES <input type="radio"/> NO
5. Are employee time sheets supported by appropriately approved/signed documents?	<input type="radio"/> YES <input type="radio"/> NO
6. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	<input type="radio"/> YES <input type="radio"/> NO

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	<input type="radio"/> YES <input type="radio"/> NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	<input type="radio"/> YES <input type="radio"/> NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	<input type="radio"/> YES <input type="radio"/> NO
4. Does the organization maintain a system of contract administration to ensure Grantee conformance with the terms and conditions of each contract?	<input type="radio"/> YES <input type="radio"/> NO
5. Does the organization maintain written procurement policies and procedures?	<input type="radio"/> YES <input type="radio"/> NO

E. CONTACT INFORMATION

Please indicate the following information. In the event that First Things First has questions about this survey, this individual will be contacted.

Prepared By: _____

Job Title: _____

Date: _____

Phone/Fax/Email: _____

F. CERTIFICATION

I certify that this report is complete and accurate, and that the Grantee has accepted the responsibility of maintaining the financial systems.

Authorized Signature

G. COMMENT AND ATTACHMENTS

Please use the space below to comment on any answers in Sections A – D. Please indicate the Section and Question # next to each comment.

Number of Attachments (please number each attachment): _____

COMMENTS:

Exhibit A:
Standards of Practice

FIRST THINGS FIRST
Early Language and Literacy Programs in Home and Community Settings
Standards of Practice

Early childhood stakeholders, families, and communities recognize that when early language and literacy development is optimized, it can be the foundation for a child's later academic success in school. "The years from birth through age five are a critical time for children's development and learning. Early childhood educators understand that at home and in early childhood education settings, young children learn important skills that can provide them with the cornerstones needed for the development of later academic skills..." (Literacy, 2009)

Literacy acquisition encompasses the four domains of language (reading, writing, speaking and listening) and numeracy. Early literacy or precursor literacy skills include the following variables that are consistently shown to predict later literacy achievement:

- alphabet knowledge: knowledge of the names and sounds associated with printed letters
- phonological awareness: the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
- rapid automatic naming of letters or digits: the ability to rapidly name a sequence of random letters or digits
- rapid automatic naming of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors
- writing or writing name: the ability to write letters in isolation on request or to write one's own name
- phonological memory: the ability to remember spoken information for a short period of time
- concepts about print: knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)
- print knowledge: a combination of elements of alphabet knowledge, concepts about print, and early decoding
- reading readiness: usually a combination of alphabet knowledge, concepts of print, vocabulary, memory, and PA

- oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar
- visual processing: the ability to match or discriminate visually presented *symbols*

Programs that support young children’s early language and literacy development are a part of the family support system in Arizona. An array of early language and literacy programs and service delivery methods may be implemented to meet the needs of families with young children. Research indicates that family literacy programs which provide learning opportunities for both the young child and his or her parents positively impact young children and their families. (Literacy N. C., 2009) According to Adult Education and Family Literacy Act (AEFLA) standards, the term “family literacy services” means programming that is of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrates all of the following core components:

- ✓ Interactive literacy activities between parents and their children, and
- ✓ Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children, and
- ✓ Parent literacy training that leads to economic self-sufficiency, and
- ✓ An age-appropriate education to prepare children for success in school and life experiences.

Family literacy programs are built on four core principles; 1) the value of education for success in life, 2) the central role of the parent in a child’s development, 3) the identification of individual strengths, and 4) the value of experiential learning.

While each First Things First funded early language and literacy program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of families and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family, use approaches considered to be best practice and are responsive to the specific needs identified in each region. First Things First funded programs shall supplement, not supplant, other state expenditures on, and federal monies received for early childhood development and health programs.

It is expected that early language and literacy programs funded by First Things First will be offered at no-cost, on a voluntary basis. **Programs and service can be delivered through home visitation or community based training.** Please, also refer to the First Things First Home Visitation and/or Parent Education Community Based Training Standards of Practice documents.

Using a family-centered and strengths-based approach these programs will:

1. Provide a Focus on Literacy

- A. Inform and educate parents and families on typical early language and emergent literacy development for children ages birth through five.
 - B. Literacy coaching and instruction should be woven into the activities of all program components; presented and practiced in contexts that are meaningful to families' lives and needs. If providing literacy services in a community based setting, it is critical that parents and families are taught to bridge classroom experiences to home environments with their own young children.
 - C. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - Actively engage parents in learning how everyday experiences can nurture the literacy development of their children.
 - Support parents in maintaining a literacy-rich home environment.
 - Assist parents to learn how to advocate for their children within a variety of settings, including school, child care and human service agencies.
2. Use a research-based curriculum and activities to promote learning in contexts which are relevant to the lives of participants.
 3. Provide Sufficient Intensity and Duration of Services
 - For example, typical frequency and duration of family literacy programs is a minimum of 6 sessions at 2 hours per session.

Programs may also:

- Align with Arizona's Early Learning Standards/Guidelines.
 Family literacy programs across the nation also take into consideration alignment with their state's Early Learning Guidelines which describe the expectations about what children should know (understand) and do (competency and skills) across the different domains of learning. In Arizona, the Department of Education developed Early Learning Standards to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The document can be found here:
<http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf>
 First Things First is developing Early Learning Developmental Guidelines for infants and toddlers.
- Provide parent literacy training that leads to economic self-sufficiency.
 - Assist adults in raising their literacy levels.
 - Assist adults in gaining the knowledge and skills needed for employment and self-sufficiency.

- Assist adults who are parents in gaining educational skills they need to be full partners in the educational development of their children.
- Assist adults in completing their secondary school education or its equivalent (e.g., English language classes, Adult Basic Education, Adult Secondary Education, preparation for the General Education Development (GED) examination, and workplace literacy)
- In community settings, instruction should include a combination of individual and group activities, and encourage cooperative learning.
- Assessment, both formal and informal, should occur on an ongoing basis in order to provide adult learners with feedback about progress they have made toward goals.
- Participants must be actively engaged in the decision-making process with regard to their education.
- Program staff must support adult learners in being self-directed, with understanding that adult education builds upon the knowledge, experiences and roles of participating adults.

All First Things First funded Home Based Early Language and Literacy Programs must also follow the First Things First Home Visitation Standards of Practice.

All First Things First funded Community Based Early Language and Literacy Programs must also follow the First Things First Parent Education Community Based Training Standards of Practice.

FIRST THINGS FIRST

Parent Education Community-Based Training

Standards of Practice

Community-based family education programs work to enable families to build on their own strengths and capacities to promote the healthy development of children. Successful family education programs facilitate the acquisition of parenting and problem-solving skills necessary to build a healthy family. Effective parenting education develops nurturing and attachment to support children's social-emotional development, knowledge of parenting and of child development, parental resilience, and social connections and awareness of support mechanisms available for parents. Research suggests that improving fundamental parenting practices reduces the likelihood of problem behaviors in children. Parent-child relationships can be enhanced through parent training and family strengthening programs. While these programs come in different forms, they have a common goal of increasing the level of family functioning and promoting healthy child development. Programs are embedded in their communities and contribute to the community building process. Parents should be able to access educational information in their community on a variety of child development topics. Information about where and when parenting education programs are available needs to be easily accessible by all interested persons.

Research indicates that programs that involve both parents and children demonstrate a positive impact upon outcomes. Effective program models may run simultaneous parent-only and child-only sessions followed by family sessions with opportunities to practice new skills. The critical element is that families have opportunities to practice skills with on-site staff guidance.

Based upon Building Bright Futures, regional needs and assets reports, and preliminary information from the Family and Community Survey, we know that Arizona's parents and families with young children need information on child development; to develop parenting skills; and have access to resources. For those who do not qualify or choose to participate in a home visitation program, community-based family education programs serve as another opportunity for Arizona's parents and families to access education, information and resources.

While each First Things First funded community-based family education program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of families and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family and use approaches considered to be best practice which are responsive to the needs identified in a specific Region. First Things First funded programs shall supplement, not supplant, other state expenditures and federal monies received for early childhood development and health programs.

It is expected that community based family education programs funded by First Things First will be offered at no-cost, on a voluntary basis. Using a family-centered and strengths-based approach these programs will offer families:

A series of classes that provide information and support in each of the core areas: child development, parenting skills, and resource and referral.

- All domains of child development (cognitive, communication, physical, social/emotional and adaptive), age appropriate expectations, developmental milestones and when to have concerns.
- Appropriate child-adult interactions and development of parenting skills (i.e. physical touch, showing affection, spending time together, positive discipline, parental monitoring, early reading, language experiences, and communication)
- Resource and Referral Information-Identify supports and services available to families with young children (e.g. nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; where to access developmental screening and intervention; vision and hearing screening)

Programs may also help families:

- Identify their natural supports such as peer support.
- Access opportunities to participate in family literacy activities.

Programs will:

1. Provide services to families that are based upon a culture of trust and respect.
 - A. Create a family-centered environment.
 - Staff are from the community and have extensive knowledge of community resources
 - Structure activities compatible with the family's availability and accessibility
 - Demonstrate genuine interest in and concern for families
 - B. Clearly define program objectives with the families upon enrollment: understanding what the program will accomplish helps families become fully engaged in program services.

- C. Create opportunities for formal and informal feedback and act upon it; ensure that input shapes decision-making.
 - D. Encourage open, honest communication.
 - E. Maintain confidentiality; be respectful of family members and protective of their legal rights.
- 2. Support the growth and development of all family members; encourage families to be resources for themselves and others.
 - A. Encourage family members to build upon their strengths.
 - B. Reflect the commitment to effectively serve the identified target population with an emphasis on fathers and grandparent caregivers, through publicity/outreach, literature and staff training.
 - C. Help families identify and acknowledge informal networks of support and community resources.
 - D. Create opportunities to enhance parent-child and peer relationships.
- 3. Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.
 - A. Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.
 - B. Strengthen parent and staff skills to advocate for themselves within institutions and agencies.
 - C. Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.
 - D. To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory,

collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15> ;

<http://www.naeyc.org/positionstatements/linguistic>

4. Programs are flexible and continually responsive to emerging family and community issues.
 - A. Be accessible for families.
 - B. Ensure manageable classroom size and appropriate staffing patterns. Calculate classroom size and staffing patterns based upon:
 - Space, square footage; for adult-only sessions, there will be a maximum of 25 participants; and
 - Number of sessions held for families throughout a calendar week; and
 - Program model. For example, for groups that involve both adults and children, staffing patterns must demonstrate appropriate staff to family ratios (e.g. lead instructor and two teachers for eight families with two year olds – while adults receive information from lead instructor, teachers provide care for the two year olds and are available to assist with facilitation of parent-child activities).
 - C. Engage families as partners to ensure that the program is beneficial. Families have regular input and feedback in programmatic planning to meet their needs.
 - D. Develop a collaborative, coordinated response to community needs.
5. Community-based programs provide ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally.
 - A. Assess staff skills and abilities. Staff must be able to engage families while keeping a professional rapport.
 - B. Provide ongoing staff development/training on the First Things First Parent Education Community Based Training Standards of Practice principles.
 - C. Supervisors should work with staff to prepare professional development plans.

6. The Parent Education Community Based Training Standards of Practice are modeled in all activities including planning, governance, and administration.
- A. The length of employment and experience/education are reflective of high quality staff. Parent and family educators are required to have a minimum of a Bachelors degree in early childhood development, education, family studies, social work, nursing or a closely related field.
 - B. Establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.
 - C. Establish supervision as a collaborative process with mechanisms that support staff in difficult situations and provides ongoing opportunities for discussion between staff members and supervisors to reflect and debrief. Supervision will also include observation. It is important that supervisors spend time with parent educators in the field to have a sense of how the service is being delivered. This will help supervisors and staff to identify coaching and mentoring opportunities.
 - D. All staff work as a team, modeling respectful relationships.
 - E. Build a team of staff who is consistent with program goals and whose top priority is the well-being of families and children.
 - F. Evaluation and monitoring is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members.
 - 1. Activities, as identified by First Things First, include pre- and post-testing, self-assessment and opportunities for feedback; and
 - 2. Identify outreach, engagement and retention practices; and
 - 3. Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements. Programs must participate in data collection and reporting of performance measures to First Things First.

February 12, 2010

Exhibit B

Performance Measures

Program Specific Data Collection

Grantees will be provided with data reporting requirements by First Things First and will meet the requirements of the evaluation including, but not limited to, timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data including the electronic submission (through First Things First secure web portal known as PGMS) of data identified in data reporting templates (which will follow the First Things First general orientation).

First Things First reporting requirements will be aligned with the Goals, Key Measures, and Performance Measures identified in each Scope of Work. The purpose of the First Things First data submission is to determine the extent to which the program has accomplished the stated goals and key measures, through reporting on program implementation as well as program outcomes (as appropriate and identified in the performance measures).

Grantees agree to participate in the First Things First evaluation and any program specific evaluation or research efforts. Grantees are required to collaborate with the First Things First longitudinal evaluation. The provider must participate in child assessment activities associated with the longitudinal evaluation including tracking and reporting to First Things First data pertaining to participant attendance, enrollment, and demographic information; all of which must be maintained in a secure and confidential manner. In addition, Grantees agree to follow First Things First and evaluation consultants of First Things First to observe program activities on site and obtain parent consent for data collection related to evaluation efforts.

Performance Measures are defined by First Things First to determine the key impacts of the strategies, programs and approaches being implemented. Grantees will collect and report data to First Things First on the progress of achieving the Performance Measures. Grantees will receive training on specific reporting requirements. Reporting requirements will be detailed and specific and aligned with the performance measures. Data must be submitted in its raw form (e.g., number of children served/proposed service number = 52 actual children served/50 proposed service number). Based on specific strategic objectives, data will be reported for subgroups, for example, one group of strategies may require reporting of the number of children from birth through five, whereas other strategies will need to report numbers broken down to number of infants, toddlers, and preschoolers. An additional example, would be for type of Early Care provider or enrollment status. Examples of subgroups of Early Care providers are licensed with the Arizona Department of Health Services, accredited, regulated by Tribal authorities, etc; examples of family enrollment statuses are newly enrolled, continuing enrollment, disenrolled.

Performance Measures for purposes of this Agreement are as follows:

- Total number of families attending trainings/proposed service number

- Total number of children ages zero through five attending trainings/proposed service number
- Number of referrals/proposed service number
- Total number of families showing increases in parenting knowledge and skills after receiving trainings/strategic target number (minimum questions provided by FTF)
- Number of families reporting an increase in reading to their child (minimum questions provided by FTF)
- Total number of families attending family literacy trainings/proposed service number
- Total number of children ages zero through five attending family literacy trainings/proposed service number